ED 014 087 A REPORT OF A DEMONSTRATION AND EXPERIMENTAL ELEMENTARY SCHOOL GUIDANCE PROJECT APPROVED UNDER TITLE V-A OF THE NATIONAL DEFENSE EDUCATIONAL ACT. MOULIN, EUGENE. TOLEDO PUBLIC SCHOOLS, OHIO. 30 JUN 67. 58 P.

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A REPORT OF A DEMONSTRATION AND EXPERIMENTAL ELEMENTARY SCHOOL GUIDANCE PROJECT APPROVED UNDER TITLE V-A OF THE NATIONAL DEFENSE EDUCATIONAL ACT.

BY- MOULIN, EUGENE
TOLEDO PUBLIC SCHOOLS, OHIO

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ALL THREE PHASES OF THE EXPERIMENTAL SCHOOL GUIDANCE PROJECT, CONDUCTED BY THE TOLEDO PUBLIC SCHOOLS, WERE CARRIED OUT SIMULTANEOUSLY. PHASE 1, REMEDIAL AND COUNSELOR CENTERED, DEMONSTRATED A TRADITIONAL ELEMENTARY GUIDANCE PROGRAM AND SOUGHT TO INTEGRATE SERVICES INTO A COMPREHENSIVE PROGRAM. PHASE 2, DEVELOPMENTAL AND TEACHER CENTERED, INVOLVED THE ENTIRE FACULTY IN THE CREATION OF GROWTH-ENHANCING CLASSROOM ATMOSPHERES. PHASE 3, A SYNTHESIS OF THE OTHER TWO PROGRAMS, EXPLORED PROBLEM AREAS IN THE SCHOOL AND PROFESSIONAL COMMUNICATION. A STATEMENT OF POLICY FOR ELEMENTARY SCHOOL COUNSELORS, INTENDED TO SERVE AS A WORKING MODEL FOR ELEMENTARY SCHOOL COUNSELORS, DEVELOPED FROM THIS STUDY. THE STATEMENT IS APPENDED, AS IS A LOG OF ORGANIZATIONAL PROCEDURES AND A SUMMARY OF COUNSELING, TEACHER, AND PARENT CONTACTS. (SK)

ED014087

TOLEDO PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A REPORT OF A DEMONSTRATION AND EXPERIMENTAL ELEMENTARY SCHOOL GUIDANCE PROJECT APPROVED UNDER TITLE V-A OF THE NATIONAL DEFENSE EDUCATIONAL ACT

June 30, 1967

CG 000 438

Submitted to

The Ohio Department of Education
Division of Guidance and Testing
751 Northwest Boulevard
Columbus, Ohio

by

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1. DESCRIPTION OF THE PROJECT

A. PURPOSES AND OBJECTIVES

The primary objective during the first year of this project was to develop a comprehensive set of guidelines to serve as a statement of elementary guidance policy and a statement of implementation of that policy for inaugurating and expanding an elementary guidance program. The project served both demonstrative and experimental purposes and was carried out in three phases, each being conducted simultaneously.

Phase One. The first phase of the project consisted of demonstrating the "traditional" elementary guidance services in action in order to determine the most effective manner of incorporating these skills and techniques into a comprehensive program. Counseling, group work, pupil appraisal, consultation with teachers and parents, testing, and research were carried on by a certificated elementary school counselor serving two elementary buildings with a total of 685 elementary pupils. The potential for incorporating these activities into a broader program was assessed and problems and their solutions were identified.

Phase Two. The second phase of the project consisted of experimenting with the Guidance Committee concept as a means of using the total staff resources in identifying both remedial and developmental aspects of a comprehensive guidance program. Elementary guidance was conceived as a broader program than the elementary counselor or related pupil personnel role. A growth-enhancing classroom atmosphere which facilitated optimal cognitive functioning of all children was seen as the final goal of the guidance program. With teachers as the core of this teaching-learning situation means were found for eliciting their views on how such an atmosphere could be developed and for determining what the role of the counselor might be.

Dictinction was made between those committee-suggested elementary guidance activities which were preventative and those which were remedial. While Phase One focused primarily upon the remedial aspects and was counselor-centered, Phase Two focused upon the developmental aspects and was teacher-centered. Experimentation was conducted to determine ways to utilize the Guidance Committee as a means of establishing elementary guidance policy and for proposing procedures for implementing that policy.

Phase Three. The third phase consisted of experimenting with research as (1) a tool for focusing upon common school-wide areas of concern or interest and (2) a vehicle for creating a cooperative, professional climate among teachers, administrators and pupil personnel workers. The rationale for this phase included the belief that research conceived and conducted by the classroom teacher and counselor with suitable assistance provided not only insights and solutions to areas of concern and/or interest, but also provided a natural means for professional communication among staff.

Deterents to practical, local research were identified and solutions proposed and examples of useful, feasible research were demonstrated.

Specific Questions

Specifically, the project endeavored to answer the following questions.

1. What constitutes a suitable locally evolved comprehensive statement of elementary guidance policy?

2. What constitutes a suitable locally evolved comprehensive statement of elementary guidance policy implementation?

3. What is the potential for the Guidance Committee concept in developing such a statement of policy and implementation?

4. What is the interventative or remedial role of the elementary school counselor in a comprehensive guidance program?

5. What is the preventative or developmental role of the elementary school counselor in a comprehensive guidance program?

6. How can a comprehensive guidance program be a positive influence on the teaching-learning climate?

7. How can outside resources best be utilized in the inauguration and on-going development of a compreh nsive guidance program?

8. What constitutes a program of research as a means for professional communication in the local school setting?

B. THE SETTING

(The following information listed under the Section THE SETTING was descriptive of the Adams Local School System at the approval of the Project. On August 28, 1966 the district was incorporated by the Toledo Public Schools. During the 1966-67 school year the Proposal was conducted by the Toledo City School System in accordance with the provisions. The statements evolving from the Proposal were submitted to the Toledo Public Schools as a recommendation for the continued development of elementary guidance programs in the system.)

The former Adams Local School District covers twenty-two square miles and is located on the west side of the city of Toledo, Ohio. The area serves a wide socio-economic range. Public school enrollment has grown from 1155 pupils in 1945 to the 5447 enrollment of 1965. Projection studies predict that the Toledo System and the Rogers Area will continue to grow at a steady pace due to the large number of new houses completed and under construction.

The current Rogers Area buildings and their approximate enrollments for 1966-67 are listed as follows:

Fall Meyer Elementary School	485
Glann Elementary School	305
Glendale Elementary School	507
Keyser Elementary School	380
Martin Elementary School	285
Mt. Vernon Elementary School	305
Reynolds Elementary School	350
Ryder Elementary School	350
McTigue Junior High School	1450
Rogers Senior High School	1550
Special Education	150
Total	6082

Increased financial support and high level professional leadership had helped the district build and maintain a sound and forward-looking curriculum. The annual expenditure per pupil was $522. Each elementary school has a library and a trained librarian supervises the total program. A central office staff provided special services to the elementary school pupils. These include the following:

Elementary Curriculum Consultant
Reading Specialist
Speech and Hearing Therapist
Music Specialists (3)
School Psychologists (2)
Art Specialists (2)
Physical Education Specialists (2)
Psychiatric Social Worker

Six slow learning classes, encompassing a work-study program at the senior high level, are staffed with teachers qualified in special education and are provided for children with IQ's between 50 and 79. During the past five years three classroom units were established for emotionally disturbed elementary children and last fall a classroom unit for neurologically handicapped elementary children was instituted. Each of the eight elementary schools is under the leadership of a full time principal.

Six full time certificated counselors are employed at

both secondary schools. No formal guidance services other than those provided by the school psychologists were available to elementary pupils. Sensing the need for formal and extended elementary guidance services, former Superintendent Robert Hedrick appointed an elementary guidance committee consisting of elementary teachers, school psychologists, a newly hired elementary school counselor, University consultant, and elementary school administrators. This committee was assigned the responsibility of developing guidelines for an elementary school guidance program. This proposal reflected the thinking of that committee.

C. THE NEED

The need for elementary guidance programs has been fully established by the profession itself; several specific needs become apparent, however, in developing a guidance program in a local setting. First, the Adams Local School Board of Education in cooperation with progressive administration has demonstrated a recognition of this need by hiring a qualified elementary school counselor and budgeting supplementary funds for the 1966-67 school year. The Toledo

Public Schools have continued to demonstrate continued recognition of this need by hiring six elementary school counselors and considering increasing the number of elementary counselors each succeeding year. There remains, however, the task of definition of comprehensive guidelines for developing a local elementary school guidance policy statement and a need for determining means for the implementation of that policy.

The Adams Local School System and Toledo Public Schools have served during the past two years as a participating resource for the training of school counselors with the placement of secondary school NDEA Institute enrollees in the junior and senior high schools for extensive practicum experiences. The proposed expansion of the University of Toledo Guidance and Counseling Education program into the elementary school area, creates a need for additional elementary school facilities for purposes of observational and participational training experiences. The 1966-67 planning program, as proposed in this project, and the subsequent successful expansion of the elementary guidance program can serve these purposes well.

The fifteen current demonstration and experimental

programs in elementary school guidance in Ohio suggest Northwestern Ohio and the Toledo area are comparatively lax in their efforts to take part in these endeavors. A beginning in the development of interest in elementary guidance in the area has been shown with the hiring of elementary counselors. The need now exists for guidelines for these programs and for participation in the statewide efforts to expand elementary guidance in an organized, grassroots manner.

Finally, there exists a need for a project which clearly attempts to cope with the problem of defining and implementing the developmental aspects of elementary school guidance as differentiated from the remedial or problem-oriented aspects. Elementary guidance exists as a supplementary service to the teaching-learning process. This service legitimately focuses remedially upon the pupil at crisis points as well as developmentally through the educative process. Both foci were identified in phases of this project. In practice remediation and intervention aspects have received considerable attention. There now exists a need for a more apt focusing on the ways which concepts of developmental guidance can be brought to bear upon the classroom atmosphere. More specifically there exists a need to know how guidance points of view can or are

influencing teachers and the effects of their relationships, subject-matter content and methods on the learning of the child. This aspect of the program is less treatment oriented, less interventative and almost entirely preventative and teacher oriented. It is broader than the elementary counselor and his role and will evolve from teachers as a core, working cooperatively with other school personnel. This developmental role definition was the second phase of this project.

In summary the need for this project existed because:

1. An elementary school guidance program has already been inaugurated in the former Adams Local Schools and Toledo City Schools and sound guidelines are needed to insure its successful development. All guidance personnel have a stake in this success.

2. Expansion of elementary guidance should follow a planned, demonstrated and experimented program. This technique of expansion needs to be examined.

3. Toledo Public Schools have, and will continue to serve as a training resource for elementary and secondary school counselors for the University of Toledo. This would be a true demonstration facility.

4. Northwestern Ohio and The City of Toledo desire a greater involvement in the current state-sponsored elementary guidance activities.

5. Developmental aspects of elementary guidance should be distinguished from the remedial or treatment. Both should be identified. This demands a planned, teacher-involved approach.

D. MATERIALS AND EQUIPMENT

Professional guidance library for teachers

Guidance Library for pupils

Materials for career development activities

Toys and supplementary counseling materials

Tape recorders

Office equipment and supplies

Sample test kits

Research test supplies

Data Processing (Provided by the University of Toledo)

Duplicating equipment (Provided by the school)

E. PHYSICAL FACILITIES

Each of the two buildings served by the elementary counselor has office space available for counseling use. These are separate from the administrative facilities in

both schools and are conveniently located for counseling and guidance purposes. Both are large enough to conduct both individual and group counseling activities. Neither office facility has office equipment suitable for guidance and counseling, however.

For purposes of committee and luncheon meetings, facilities were available in both schools. All facilities required for the successful completion of the three phases of the project were made available by the schools throughout the year.

F. BUDGET

A. Personnel Costs		$8112.
1. Professional Staff		
(Project Director (1/5 time, 11 months) (Salary-Base $9677)	1935.	
Elementary Counselor (Full time 10 Months, Salary-Base $6177)	6177.	
2 Clerical Staff		$2100.
Project Secretary (3/5 time, 10 Months, Salary-Base $350 per month)		

BUDGET (CONT)

3.	Retirement (School Contribution)		$1143.
	Project Director	11.5% = $223	
	Elementary Counselor	11.5% = $710	
	Project Secretary	10% = $210	
4.	Consultative/Resource Staff		$2640.
	University Counseling and Research Consultant (11 days equivalent @ $80.)	$880.	
	Subject Area Consultants (6 days equivalent @ $100.)	$600.	
	Travel ($300 estimated)	$300.	
	Substitute Teachers (43 days equivalent @ $20.)	$860.	
5.	Total Personnel Costs		$13,995.

B. Testing Costs

1.	Sample Test Kits (Samples of standardized intelligence aptitude, achievement, interest and personality tests were utilized for inservice training and made available for research experimentation, design, and methodology)	$ 25.
2.	Tests for Research (These tests were utilized in Phase Three of this project with with the purpose of developing research designs related pragmatically to the local teachers unique classroom situation)	$150.
3.	Total Testing Costs	$175.

C. Material Costs

1.	Professional Guidance Library	$150.
2.	Pupil Guidance Library	$100.
3.	Career Development Materials	$125.
4.	Toys and Counseling Materials Tool Benches, Blocks, Jigsaw Puzzles, Telephones, Tools, Art Supplies	$ 80.
5.	Tapes (20)	$ 60.
6.	Total Material Costs	$515.

D. Miscellaneous Costs

1.	Office Equipment and Supplies (2 offices) Desks, Chairs (9), 2 Drawer Files, Desk Top File, Typewriter, Typewriter Table, Bookcases, Tables (2), Bulletin Board, Stapler, Waste Basket, File Supplies	(Item 1 will be paid by the Adams Board of Education in accordance with the Division's regulations.)
2.	Tape Recorder (1 @ $185.)	$185.
3.	Telephone	$150.
4.	Professional Meetings All-Ohio Guidance Conferences All-Ohio Elementary Conferences APGA Convention (Includes Committee members and counselor selected conferences)	(Item 4 will be paid by the Adams Board of Education in accordance with the Division's regulation.)

5.	Travel (2000 miles @ $.10/mi.) (On the job travel as required by the elementary counselor and project director)	$200.
6.	Evaluation instruments, data processing utilized during the research for Phase Three of the project and costs acrued in producing and dissemination of policy statements.	$200.
7.	Total Miscellaneous Costs	$735.
E.	Total Project Budget	$15,420.00

2. DESCRIPTION OF PROJECT OPERATION

A. The Project

1. Activities of the Project

Phase One. For completion of the first phase of the project a certificated elementary counselor was hired. This counselor had as a part of her training engaged in a number of elementary guidance training activities and had observed on field trips a number of elementary programs throughout the state. She successfully engaged in the major portion of what normally constituted an elementary guidance program and conducted research at the Masters degree level on elementary school group counseling.

This counselor carried on elementary guidance activities in two elementary school buildings having combined enrollment of 685 students. These planned activities included staff orientation, counseling, group work, testing, play media, research, parent and teacher consultation, case conferences, pupil orientation, and various aspects of pupil appraisal. In implementing the Proposal, she accomplished the following:

1. Staff orientation procedures were logged and samples of written materials filed. These appear as Appendix A as a summary.

2. Sample counseling interviews were written up and tape-recorded and made available in compliance with ethical practices. These appear as Appendix B as a summary.

3. Group sessions were conducted on a research basis as a demonstration of the utility of on-going research. Summaries of this research appears as Appendix C 1 and C 2.

4. The role of the elementary counselor in the local school testing program was identified. This role is included in the policy statements.

5. Play therapy conducted by the school psychologist and psychiatric social worker was observed by the elementary counselor on an experimental basis with the purpose of determining the effectiveness of this procedure in facilitating the efforts of professional specialists. Rationale, Procedures and suggestions for implementation appear in the proposal for the following year's project.

6. Pupil orientation activities were identified and conducted and sample written materials filed. These appear in Appendix A as a summary.

7. A summary of parent and teacher consultations was compiled, this appears in Appendix D1 and D2.

8. The current cumulative record system was evaluated on the basis of its utility and comprehensiveness. Current state elementary projects which focus upon this aspect of the program was consulted and their findings and results utilized. Due to the incorporation of the Adams School District by the City of Toledo, a specific committee has been formed to evaluate this statement. The findings of this committee are not yet completed.

At the conclusion of these series of activities, a written report was prepared and presented for inclusion in the statement of policy and implementation. Counselor logs as well as sample interviews and written materials were available for examination. Additional activities were identified and conducted by the counselor as a part of this project as their need became apparent. No deviation from these listed proposed activities was made without adequate reason and explanation.

Phase Two. For the successful completion of the second phase of the project a proposed one year plan has been established. Of necessity this plan was skeletal to allow for its more complete organization and to permit greater flexibility.

In general, however, activities for the completion of this phase consisted of (1) organizing the guidance committee, (2) planning the committee role, (3) conducting planning workshops.

(1) Organizing the Guidance Committee. A preliminary group was organized consisting of volunteers and appointees. Their purpose was to organize the core Guidance Committee. This core group consisted of teachers from each of the two schools involved, the project director, an elementary school administrator, a representative from the pupil personnel services, and a University consultant. Selection procedures were attempted to insure that both negative and positive points of view were heard, and that these views were representative of the total staff. This first task was completed by September 30, 1966.

(2) Planning the Committee Role. A series of planning sessions were held by the core committee to plan in outline form the year's activities. Three one-half school days were set aside with substitutes provided to meet teachers' class responsibilities. The purpose was to provide extended opportunity for committee interaction with University counseling consultants. Luncheon meetings and after school

meetings were also held as they seemed necessary. During these planning sessions the following objectives were reached:

1. Select or develop instruments or procedures to survey guidance needs and attitudes.

2. Plan a series of investigative activities such as surveys, field trips and consultations pertinent to learning how to develop guidance policy statements.

3. Plan a series of workshops utilizing subject area consultants for the purpose of writing statements of policy and implementation.

4. Plan on-going guidance committee activities.

5. Plan evaluative procedures.

This second task was completed by November 15, 1966.

(3) Conducting Planning Workshops. The central responsibility of the Guidance Committee was to develop a comprehensive statement of local guidance policy implementation. In this project this assignment utilized the assistance of subject area consultants as well as counseling and guidance specialists. For this purpose a series of four half-day workshop sessions were conducted with the approval of the committee.

The sought-after attitude accompanying these workshops was one of teacher-learner orientation rather than a more

narrow perspective of guidance. Out of this broader view evolved those implications which were pertinent to the guidance program and the elementary counselor. Thus, although the Guidance Committee addressed itself specifically to the task of defining the guidance program, the prevailing atmosphere for the schools during these workshops was that of improving the classroom climate for learning.

Specifically, the desired outcomes during the third part of the committee's activities were as follows:

1. Develop a statement of guidance policy.
2. Develop a program for implementing that policy.
3. Implement selected aspects of that policy.

This task was accomplished by June 1, 1967

It is anticipated that the complete implementation of this policy will be demonstrated in the 1967-68 school year with the addition of more counselors. The first year of this project was essentially for planning demonstration and experimentation.

Phase Three. The third phase of this project was carried out by planning and completing a series of research projects involving teachers and pupil personnel workers. Two system-wide areas of concern were identified and research possibilities

were discussed to provide insights into the problems and possible solutions. It was tentatively proposed that one of these planned research projects would focus on current promotion and retention practices and their effects upon the pupil. Another would endeavor to examine the suitability of the current pupil record keeping system for retrieving data for research. These projects were planned and discussed by the pupil personnel workers in conjunction with selected teachers in a special committee.

A second set of two research projects was proposed with teachers at the center of their planning. These were designed to answer professional questions teachers find stimulating and related pragmatically to their own unique classroom situation. Assistance for the completion of these projects was provided by the counselor, counselors-in-training, and the Project Director. Additional research consultants were provided to the entire staff.

Process was the key to this phase, with teacher involvement and staff interaction a primary objective. It is believed that the assistance and with demonstrated feasibility research provided the vehicle for professional growth. Assistance was provided in both the time-consuming

data collecting activity and in the development of insights into research methodology. Specifically, graduate students in counseling and guidance was put into contact with teacher who had specific kinds of questions about their classroom activities that lend themselves to research. These students did, with the teacher, carry out these studies as a part of their own learning experiences. The projects were supervised each step of the way by public school and University staff. The consultants assisted in the development of more sophisticated research attitudes on the part of teachers. All of these activities were experimental in nature and their guidance implications determined.

The deadline for the activities of this phase of the project was June 1, 1967. A log of all the activities of the second phase, appears as Appendix E.

B. The Staff involved in the Proposed Project

1. Professional Staff

Project Director: Eugene K. Moulin, Coordinator of Personnel Services. (Project Assignment, 1/5th time)

Mr. Moulin holds a professional certificate in Pupil Personnel Services, No. 8k 871. He holds

a Bachelor of Science Degree and a Master of Arts Degree in Guidance and Counseling. His experience includes three years teaching at both elementary and secondary levels, four years of elementary guidance, four years secondary school counseling, and two years as a school psychologist. His other school responsibilities consist of School Psychologist and Director of Special Programs in the Rogers Area. He is a candidate for the Ph. D. at the University of Toledo and has completed all his course and language requirements.

Elementary School Counselor: Mrs. Donna Witt, (Project Assignment, Full Time)

Mrs. Witt holds a Bachelor of Education and a Master of Education Degree in Guidance and Counseling. She is a certificated elementary teacher and qualifies for and has applied for a counselor's certificate. She has been an elementary teacher for two and one-half years and attended an NDEA Academic Year Guidance and Counseling Institute.

2. Consultative and Resource Staff

University Counselor Education Resources:

Dr. Robert Bernhoft - Assistant Professor of Education - University of Toledo

Dr. Ralph Engle - Acting Director - Counseling and Testing Bureau - College of Education - University of Toledo

Dr. Robert Higgins - Professor of Education University of Toledo

Dr. Joseph Quaranta - Assistant Professor of Education - University of Toledo

Members of the University of Toledo staff including the above named were utilized at each planned committee meeting and work-shop day to serve as elementary counseling consultants working in conjunction with the subject area consultants. They also were utilized throughout the project for evaluation of the guidance program and of the project progress.

Subject Area and Other Specialists:

Reading Consultant - Dr. Herbert Sandberg Associate Professor - University of Toledo

Art Consultant - Miss Beverly Domalski Art Supervisor - Toledo Public Schools

Numerical Approaches Consultant - Dr. Thomas Gibney - Associate Professor - University of Toledo

Subject Area and Other Specialists: (cont)

Elementary Guidance Consultant - Dr. Richard Nelson - College of Education - Purdue University - Lafayette, Indiana

Play Therapy Consultant - Dr. Donald Davis Counseling Center - Western Michigan University - Kalamazoo, Michigan

These resource persons were selected from among the suggestions submitted by all committee members during the planning meetings. Their services were utilized during the full day workshops sessions. Fifteen Universities and Colleges and four large urban centers are within a one hundred and fifty mile radius of the school district and provide ample resources for these consultants. The primary criteria in their selection was:

(1) Their demonstrated effectiveness in providing insights into the examination of their subject area as it was being handled in the classroom.

(2) Their effectiveness in assisting with the formulation of written guidelines of guidance implications in the teaching of this subject.

Former Adams School District Resource Staff:

Art Consultant	Mrs. Maria Jones
Psychiatric Social Worker	Mrs. Polly Shimp
Reading Consultant	Mrs. Dorothy Hudgens
School Nurse	Mrs. Kellermann
School Nurse	Miss Sass

Former Adams School District Resource Staff: (cont)

School Psychologist	Mrs. Jean Geis
Secondary School Counselor	Mrs. Theodora Hazel
Secondary School Counselor	Mrs. Patricia Holmberg
Secondary School Counselor	Mrs. Kathleen Cnweller
Secondary School Counselor	Mr. Kenneth Willard
Secondary School Counselor	Mr. Louis Woods
Visiting Teacher	Mrs. Fern Wilt

These staff members were currently employed by the school system. They were available for assistance and their role in the project was determined by the Guidance Committee.

3. Clerical Staff: Mrs. Joyce Steinman
(Project Assignment, 3/5 time)

This secretary was housed in the Curriculum Center and served as a clerical assistant to the project director, school counselor and Guidance Committee chairman. Her duties included typing minutes of meetings, progress and final report of policy statements, correspondence for all meetings, and assisted the elementary counselor with printed materials.

3. DESCRIPTION OF THE METHOD USED TO EVALUATE THE PROJECT

The Plan of Evaluation in the Project Proposal listed the original questions which the activities of the Project were to answer. It was initially intended that several means would be used to report these answers, that is, the Statement of Policy, written records of the activities conducted, evaluations of those activities, recommendations for further action, and numerous forms and minutes. The utility of a single policy statement became readily apparent, however, since the primary purpose of the program was to develop such a statement for the following year. Therefore each of the activities conducted in the Project were translated into some aspect of this elementary counselor function and implementation statement. The method used to evaluate the program thus became an on-going process, the final result of which consisted of the tentative Statement of Policy to serve as the model for the second year.of the project plan, the implementation stage. The specific activities and the evaluation of these appear in the DESCRIPTION OF THE PROJECT OPERATIONS and in the Appendices. Additional forms and minutes are available upon request from the project director.

4. SUMMARY OF EVALUATION, CONCLUSIONS AND RECOMMENDATIONS

The major outcome of the Demonstration and Experimental Elementary School Guidance Project conducted by The Toledo Public Schools was the development of a Statement of Policy for Elementary School Counselors. This represents the summary, conclusions and recommendations of the Project. This Statement evolved from the operation of two phases of the Project. The first phase was the functioning of an elementary school counselor in a full-time position in two schools conducting and evaluating elementary guidance services in the areas of counseling, group work, pupil appraisal, consultation, referral, and in-service education. The second phase consisted of experimenting with the Teacher Guidance Committee as a resource in identifying teacher-suggested elementary guidance activities.

Another major source for the development of the Statement of Policy was the current American School Counselor Association Statement of Policy for Secondary School Counselors. This attempt by the profession itself represents a major effort to produce a much-needed guide for counselor functioning at the secondary school level. Since the development of a similar Statement for elementary school counselors is not yet

final, the current secondary Statement should serve as a basic foundation for counseling from which guidelines specific to the elementary school can be drawn.

Thus the Statement of Policy which evolved from the Project represents (1) the efforts of an on-the-job elementary school counselor functioning in the school settings for which the guidelines were developed, (2) the efforts of an intensive teachers' guidance committee which utilized experiences with the counselor and with subject area consultants as well as counselor educators, and (3) the recommendations of the professional field itself.

The Statement itself will serve as a working model for the elementary school counselors added to the program as the elementary services expand. This model represents a guide for counselor functions as well as for areas of non-involvement. While definitive and restrictive in its intent to provide guides for a comprehensive program, it is expansive and open in spirit as well as tentative based upon demonstrated effectiveness in an expanding program.

I. Planning and Development of the Guidance Program

In the planning and development of the guidance program, the elementary counselor-

1. Assists in defining the objectives of the program.

   Implementation:

   These objectives are clearly stated, written and discussed with total staff. A hierarchy of objectives and functions is stated.

2. Assists in developing plans of action specific to the guidance program and total school program.

   Implementation:

   These plans refer to the program objectives and are stated in term of hierarchical activities to be conducted.

3. Coordinates various aspects of the program in a meaningful sequence of guidance services.

   Implementation:

   The Statement of Policy serves as a working model of the guidance program. The elementary counselors will define and examine their functioning on a regular monthly basis with their supervisors. The Statement becomes the guide for examination of procedure.

4. Enlists the cooperation of the total staff in the planning and development of the guidance program.

   Implementation:

   Organizes a teacher's guidance committee recognizing the policies and attitudes which enhance or deter such committee work in the school. If resistance to the committee exists, it should not be organized until the proper foundation is developed.

5. Evaluates the guidance program in cooperation with the total staff.

    Implementation:

        This is in a written form and evolves from a survey of the year's activities relative to The Statement. This survey includes the perceptions of the total staff.

6. Assists in continued guidance program planning by making written recommendations for the following year.

    Implementation:

        This report is submitted to and discussed with the principals and the supervisors at the conclusion of the school year.

In the orientation of the staff and students to the guidance program the elementary counselor -

1. Conducts pre-school total staff sessions discussing program objectives and procedures.

    Implementation:

        These activities are planned prior to the school year and submitted for consideration on the school calendar.

2. Develops proper written forms and communications for conducting the on-going program, evaluates their effectiveness.

    Implementation:

        These forms, communications, and suggestions for their utilization are in a booklet, will be presented to the total staff during orientation, and will be evaluated systematically.

3. Conducts pupil orientation in classrooms discussing counselor role and procedures for utilizing guidance services.

Implementation:

This is pre-planned as an organized part of the program and submitted for consideration on the individual classroom schedule. Students are surveyed for guidance awareness.

4. Conducts parent orientation in groups, individually, and through written communications.

Implementation:

The counselor maintains evidence of parent contacts and surveys guidance services awareness of parents.

5. Evaluates the orientation aspect of the program through guidance awareness surveys.

Implementation:

These aforementioned surveys comprise a specific attempt at a written evaluative process.

II. Counseling Individual Pupils

In counseling with individual pupils the elementary counselor-

1. Counsels the child on developmental concerns as the needs are determined by the teacher, the counselor, or the child.

Implementation:

Developmental concerns are those clearly defined as related to the over-all objectives of the school program, but not identified as

serious problems or crises at the time of counseling contact, nor in need of long term remediation. Statement of definition and examples of developmental concerns evolves through the year.

Develops a private system of counseling write-ups and written feedback to staff in keeping with professional ethics.

Determines with the teacher the extent and type of parent contact with referred pupils.

Coordinates the efforts of these personnel in selected cases and records these activities as well as proposed staffings.

Keeps records of all counseling contacts on a form utilized by the total staff.

2. Counsels with pupils on remedial or teacher-referred problem-centered concerns.

Implementation:

Counsels with the child ONLY with the close cooperation of the teacher in determining the goals of the counseling activity, in advising of the procedures being used, and in determining the means for evaluating the outcomes of the process.

Evaluates specifically the expenditure of time to remedial concerns in the perspective of the total program commitments.

Makes referrals to other pupil personnel resources as the need arises.

III. Counseling Groups of Pupils

In counseling with groups of pupils on developmental concerns, the elementary counselor-

Organizes and conducts group counseling with pupils on developmental concerns as the need can be determined by the teacher or counselor.

Implementation:

States clearly the goals of the group counseling and the time involved as well as the means for evaluating the outcomes of the process before the group program begins.

Develops a system of group write-ups and written feedback to staff in keeping with professional ethics.

Works closely with the teachers of the pupil involved, providing feedback following group sessions.

IV. Pupil Appraisal

In the pupil appraisal program, the elementary counselor-

1. Works with the principal in the accumulation of data on pupils.

Implementation:

The specific function of the counselor in the appraisal of the program are clearly defined by counselor and principal during orientation.

2. Assists in the collection of data through tests, records, inventories, rating scales and other appraisal instruments.

Implementation:

Supplies data other than those which pupil and teacher accumulate.

3. Interprets information to teachers, pupils, parents and others professionally concerned with the child:

Implementation:

This is accomplished (1) through regular informative communication as well as (2) school need or teacher requests arise in conjunction with specific cases.

4. Identifies pupil with specific abilities or needs.

Implementation:

A program of topical areas of pupil needs is defined for the school year and written in recommendation for the coming year. Specific needs are determined throughout the school year by referral and/or recommendations. Assist other professionals with their surveys.

5. Assists in evaluating the appraisal system of the school.

Implementation:

Participates in on-going evaluation as defined by the principal. Attempts to initiate evaluations as needed.

V. Information Service

In developing and conducting an information service, the elementary counselor-works with pupils by-

Implementation:

Collecting personal and environmental information resources as well as developing a system of updating these resources.

Organizing this information in central and/or dispersed sites for easy access and utilization.

Disseminating this information to those who request or otherwise have need for it.

Interpreting information to individual and groups of pupils.

In developing and conducting an information service, the elementary counselor works with teachers by-

Implementation:

Making available the kinds of information required for the conduct of the guidance program.

Motivating the use of additional data not ordinarily in use in the academic program, but related to other goals of the educational program.

Coordinating a resource pool of staff and parents on interest areas.

Organizing a system of classroom utilization of information.

VI. Referral Work

In conducting the referral aspects of the program the elementary counselor-

1. Makes referrals to other pupil personnel specialists and public and private agencies in the community.

Implementation:

Identifying pupils with special needs which require the services of referral sources, in accordance with the pupil appraisal program as well as teacher referral.

Assisting pupils and parents who need such services to be aware of and to accept referral to other specialists in pupil personnel services and community agencies.

Identifying community referral agencies and their services by securing for the staff a compilation of names, addresses, phone numbers, and availability.

Providing a follow-up referral of agency recommendations to help the pupil and/or his family work through their problems or refers the agency to the proper personnel worker.

Encouraging the development and/or extension of community agencies for handling pupil referrals by a systematized procedure of contact with agencies or as needs arise.

2. Assists in coordinating referrals to other pupil personnel specialists and public and private agencies in the community.

Implementation:

Maintaining a close working relationship in referrals to other specialists in pupil personnel services.

Assisting in the development of written referral procedures and in the maintenance of liaison and cooperative working relationships with community resources.

VII. Placement

In placement, the elementary counselor works with the total staff by-

Implementation:

Planning with administrators and teachers to provide appropriate classroom placement for pupils with special abilities or disabilities as a request for assistance is made.

Assisting in establishing procedures for grouping pupils in ways recommended by the principal.

Helping furnish pupil data to receiving school when pupil transfers in cooperation with the principal.

Providing pupil data to legitimate persons or agencies upon request in compliance with professional ethics.

Becoming aware of all referrals made to other pupil personnel workers and of the placement recommendations suggested. Specific procedures are established with the principal to insure the counselor's involvement where appropriate.

VIII. Staff Consultation

In staff consultation the elementary counselor conducts an on-going consultative service by engaging in such activities as-

Implementation:

Sharing appropriate pupil data with staff members, with due regard to confidentiality.

Helping teachers to identify pupils with special needs or problems.

Keeping teachers informed of developments concerning individual pupils which might have a bearing on the classroom situation.

Providing materials and information concerning such matters as the characteristics and needs of pupil population, pupil post-elementary school behavior.

Assisting teachers to secure materials and develop procedures for a variety of classroom group guidance experiences. Conducts these activities where recommended.

Consulting with teachers in subject areas: Reading, Mathematics, Art, and others without infringing upon the responsibilities of other subject area supervisors. May work in conjunction with supervisors where feasible toward the end of improving classroom climate for learning.

Tutoring under special circumstance with the close cooperation of the teacher.

Conducting on-going research and investigation related to the academic potential and performance of pupils.

Serving as a resource for teachers in assisting pupils with subject competencies, developing motivation, providing encouragement.

Assisting total staff in curriculum development.

IX. In-Service Education

In engaging in in-service education programs, the elementary counselor-

1. Cooperates with other school personnel for in-service education in guidance services, pupil development and other pupil needs.

Implementation:

Becomes aware of the total in-service program and becomes aware of guidance counselor's role.

2. Develops a personal program of in-service education.

Implementation:

Outlines a carefully planned program of in-service education to increase elementary counseling skills as well as improve understandings and techniques in other educationally related areas. Uses released time for such activities in keeping with school policy.

X. Research

In conducting local research, the elementary counselor-

1. Determines the need for research in areas related to the objectives of the school program.

Implementation:

Writes these as part of the years recommendation at pre-and post-meetings with staff and/or principal.

2. Initiates specific studies with staff.

Implementation:

Places topics for research studies on the agenda of selected monthly supervisor meetings.

3. Reports results of research to staff and establishes means for discussing and implementing recommendations from findings.

Implementation:

Written communications are provided for the staff on studies planned and/or conducted.

4. Considers the following areas for on-going research:

Follow-up of pupils who are promoted

Relationship of class achievement and aptitude

Characteristics of pupils

Classroom climate for learning

Sociometric surveys

Evaluation of counseling and guidance services

Educational policies as recommended by staff

APPENDICES

APPENDIX A

LOG OF ORGANIZATIONAL PROCEDURES

Month - Week	Counselor Activities
Pre-School May, 1966	Staff Orientation - Ryder & Mt. Vernon Showed the elementary guidance film Elementary Guidance, State Dept. of Ed.
Sept, 1966	Placed information in teachers' mail-boxes explaining program and procedures.
September - First week	Staff Orientation - Ryder School Visited with each teacher informally and discussed the counselor services. Used form "How Can We Best Help Our Children?" Pupil Orientation - Ryder School Visited each classroom and introduced the counselor and the guidance services to the pupils. Had each pupil in grades 2 through 6 fill out Student Questionnaire, and explained the use of the Request To See The Counselor.
September - 2nd week	Staff Orientation - Mt. Vernon School Visited each teacher informally and introduced the counselor services. Used form "How Can We Best Help Our Children?" Pupil Orientation - Mt. Vernon School Visited each classroom and introduced the counselor and guidance services to the pupils. Had each pupil in grades 2 through 6 fill out Student Questionnaire and explained how to use Request To See The Counselor.

LOG OF ORGANIZATIONAL PROCEDURES

Month - Week	Counselor Activities
September - 4th week	Staff Orientation - Ryder & Mt. Vernon Placed Referral Guide in the teachers' mailboxes with 10 referral sheets for each teacher.
October - 1st week	Parent Orientation - Ryder School Explained the guidance program to the parents at the first P.T.A. meeting. Each parent was given a copy of "How Can We Help Our Children?"
October - 4th week	Staff Orientation - Ryder & Mt. Vernon Placed Guidance Library References in the teachers' mailboxes.
November - 2nd week	Staff Orientation - Ryder & Mt. Vernon Placed Counselor Memorandum # 1 in the teachers' mailboxes.
December - 1st week	Parent Orientation - Mt. Vernon School Explained guidance program to mothers at the Mothers' Club meeting.
December - 2nd week	Staff Orientation - Ryder School Discussed with individual teachers in 5th & 6th grades the value and possible uses of sociogram. Pupil Orientation - Ryder School Discussed with 5th & 6th grade students the reasons for and uses of the sociogram. Administered sociogram.

LOG OF ORGANIZATIONAL PROCEDURES

Month - Week	Counselor Activities
January 1967 - 4th week	Staff Orientation - Ryder School Explained purposes of process group with 5th grade teacher and principal.
February - 4th week	Staff Orientation - Ryder School Explained purposes and possibilities of process group with 4th grade teacher and principal.
March - 2nd week	Pupil Orientation - Ryder School Visited each 5th & 6th grade class and did self-exploration activities in relationship to vocational exploration using Who Am I?
March - 3rd week	Pupil Orientation - Mt. Vernon School Visited each 5th & 6th grade class and did some self-exploration activities in relationship to vocational exploration using Who Am I?
May - 2nd week	Pupil Orientation - Ryder School Visited classrooms of 5th & 6th grades and discussed personal characteristics and jobs. Demonstrated the use of the vocational kit.
June - 1st week	Pupil Orientation - Ryder & Mt. Vernon Developed Survey of Elementary Pupil Guidance Awareness. Each pupil responded and the questionnaires were tabulated for the purpose of evaluating the orientation program.

APPENDIX B

SUMMARY OF PUPIL COUNSELING CONTACTS

1. Number of pupils counseled
   - Mt. Vernon - - - - - - - - - - - - - - - - - - 70
   - Ryder - 70

2. Average number of interviews per pupil- - - - - - - - 6

3. Total number of hours in individual counseling - 840

4. Percentage of time in individual counseling - 81%
   - Counseling hours- - - - - - - - - - 840 - - - - 81%
   - Pupil Counselor attendance hours - 1038

5. Number of teacher referrals - - - - - - - - - - - - - 64

6. Number of parent referrals - - - - - - - - - - - - - - 8

7. Number of principal referrals- - - - - - - - - - - - - 8

8. Number of routine counselor contacts - - - - - - - - - 40

9. Number of self referrals- - - - - - - - - - - - - - - - 20

10. Counseling Topics:

    a. Parent-Child Relationships
    b. Sibling Relationships
    c. Peer Relationships
    d. Academic Difficulties
    e. Reading Inadequacies
    f. Student-Teacher Relationships
    g. Stealing
    h. Financial Problems
    i. Vocational Information
    j. Body Care
    k. Resistance to School
    l. Aggressive Behavior
    m. Tutoring
    n. Motivation
    o. Enuresis

11. Number of Counseling Groups- - - - - - - - - - - - - 2

12. Number of sessions per group - - - - - - - - - - - - 15

13. Number of play groups - - - - - - - - - - - - - - - - 3

14. Number of sessions per play group - - - - - - - - - - 3

APPENDIX C 1

SUMMARY

The purpose of the study was to examine perceptions of the roles of the elementary school counselor and school psychologists as perceived by elementary teachers and by counselors-in-training.

To accomplish this purpose, a twenty-item sort was developed, validated by a group of six counselor educators from the University of Toledo, and then administered to each of the participants of the study.

The subject used in the study were comprised of (1) thirty counselors-in-training enrolled in the 1966-67 NDEA Counseling and Guidance Institute conducted at the University of Toledo and (2) fifteen teachers from two elementary schools. These schools are presently sharing a full-time elementary counselor.

The questions to be answered were:

1. What differences are there in the real and ideal role perceptions of elementary school counselors and school psychologist as held by counselors-in-training?

2. What differences are there in the real and ideal role perceptions of elementary school counselors and school psychologist as held by teachers?

3. What differences are there between these role perceptions, both real and ideal, as held by counselors-in-training and teachers?

The findings of the study are as follows:

1. There were no significant differences in the real and ideal role perceptions of teachers toward the role of elementary school counselors and school psychologist. This would indicate either lack of experience or information on the roles or complete satisfaction with the roles as they presently exist.

2. In comparing the perceptions of teachers to those of counselors-in-training, the most significant differences seem to be that counselors-in-training were possibly more "child-oriented" while the teachers often found these roles to be more "task-oriented". Both groups, however, agreed on the two roles most important to a school psychologist, both real and ideal.

3. The comparison of counselor educators' perceptions to those of teachers and counselor trainees seemed the most significant. It was found that in both the psychologist and school counselor role, the function listed as first in importance to the counselor educators, was not given much, if any, importance by the other two groups.

4. Counselors-in-training and teachers all respond differently as individuals to what would seem to be similar experiences concerning the roles of elementary school counselor and school psychologist. Though the experience of the teachers with these roles was through the same psychologist and counselor, the responses were varied.

5. One of the most significant differences that appeared through this study was that of the relative importance of some functions to the counselor educators, and the lack of importance of these same functions to the two groups of participants. This would lead one to believe that more efforts should be expended in developing common perceptions among college and school personnel.

APPENDIX C-2

SUMMARY

The purpose of this project was to conduct a pilot study to determine selected effects of the elementary school group counseling for improving the reading skills as well as the attitudes of those children having difficulty in reading.

Three questions were posed: (1) What measurable changes take place in personality traits of those who receive counseling before and after the period of group counseling? (2) What differences can be predicted in the remediation of reading skills of those who receive group counseling? (3) What changes occur in teachers perceptions of students counseled in conjunction with remedial reading?

A pre- and post- administration of the California Test of Personality was used in the study along with questionnaires completed by the teachers. A total of eleven children and five teachers (not including the remedial reading teacher) were involved in the study.

The group counseling consisted of eleven meetings held twice weekly for one-half hour. During these meetings various aspects of school, family, and personal adjustment were discussed. Techniques used included role playing, supplying endings for unfinished stories, free-play activities on the playground, and drawing pictures. Materials, such as hand puppets, dolls, paints and crayons, modeling clay, puzzles, and books, were also used.

CONCLUSIONS

1. Prior to counseling, highest scores were revealed in the areas of Feeling of Belonging, Family Relations and Community Relations.

2. Prior to counseling, lowest scores were revealed in Withdrawing Tendencies and Nervous Symptoms.

3. Following counseling, Group A scored highest in Withdrawing Tendencies, Social Skills, and Family Relations; Group B scored highest in Feeling of Belonging.

4. Following counseling lowest scores were in the areas of Nervous Symptoms for Group A; all others were in the average range.

5. Greatest change occured in Feelings of Belonging and Personal Worth for Group A and B respectively.

6. Group A obtained a higher Total Adjustment Score; Group B a lower Total Adjustment Score.

7. Teachers generally did not perceive significant change in the pupils.

8. All changes revealed through the instrument were not statistically significant.

APPENDIX D-1

SUMMARY OF INDIVIDUAL TEACHER CONSULTATIONS

1. Number of teachers oontacted - - - - - - - - - - - 18

2. Average contacts per teacher - - - - - - - - - - - 6

3. Consultation Topics:

    a. Underachievement
    b. Aggressive Behavior
    c. Motivation
    d. Withdrawal
    e. Social Relationships
    f. Home Difficulties
    g. Stealing
    h. Study Habits
    i. Encouragement
    j. Tutoring

4. Other Personnel Involved

    a. Psychologist
    b. Visiting Teacher
    c. Principal

APPENDIX D-2

SUMMARY OF PARENT CONSULTATION

1. Total number of parents involved - - - - - - - - - 11

2. Average number of interviews per parent- - - - - 2

3. Conferences held at school- - - - - - - - - - - - 9
   at home - - - - - - - - - - - - - - 2

4. Number of teachers involved- - - - - - - - - - - - 6

5. Other personnel involved:
   a. School Psychologist
   b. Visiting Teacher
   c. Principal

6. Topics for parent consultation (home and school)
   Parent initiated:
   a. child's personal-social adjustment
   b. lack of child motivation
   c. questions about child behavior
   d. general anxiety of child about illness
   e. enuresis
   f. school phobia and illness

   Counselor initiated:
   a. enlist cooperation of parent regarding underachievement
   b. discuss impact upon child of marriage difficulties
   c. enlist cooperation of parent regarding lack of motivation

7. Number of telephone conferences - - - - - - - - - 20

8. Average number of phone interviews per parent - 3

9. Topics for parent consultation (phone)
    Parent initiated:
        a. appreciation for counselor's assistance
        b. discuss impact upon child of marriage difficulties
        c. questions about child's nervousness
        d. discuss counselor contacts with the child
    Counselor initiated:
        a. enlist cooperation of parent with underachieving child
        b. discuss impact of family stress upon children

APPENDIX E

LOG OF ACTIVITIES

September 27 - Teacher Guidance Committee
Organizational Meeting

October 11 - Teacher Guidance Committee
For the purpose of planning in-service subject area workshops.

October 26 - Teacher Guidance Committee
For the purpose of:
1) Discussing of the Objectives of the Proposal
2) Organizing of the Committee
3) Planning for Workshops

November 15 - Teacher Guidance Committee
For the purpose of planning for consultants workshop and possible schedules.

November 17 - Elementary Guidance Consultant
Dr. Richard Nelson - Purdue University - Lafayette, Indiana.

December 7 - Teacher Guidance Committee
For the purpose of discussing subject area workshops.

December 13 - Teacher Guidance Committee
For the purpose of aquainting the total staff of each school with research potentials.

January 9 - Teacher Guidance Committee
For the purpose of developing procedures for obtaining consultants.

January 12 - Teacher Guidance Committee
For the purpose of assigning responsibilities for teacher participation in the workshops.

January 13 - State Department Consultant
Mr. Michael Shelley - Ohio State Department of Education - Division of Guidance and Testing.

February 9 - Communicative Skills Workshop -

Subject Area Consultant:	Dr. Herbert Sandberg
Guidance Consultants:	Dr. Robert A. Bernhoft
	Dr. Joseph Quaranta
Teacher Coordinators:	Mrs. Georgia Vines
	Mr. Eugene K. Moulin

February 16 - Communicative Skills Workshop -

Subject Area Consultant:	Dr. Herbert Sandberg
Guidance Consultants:	Dr. Robert A. Bernhoft
	Dr. Joseph Quaranta
Teacher Coordinators:	Mrs. Georgia Vines
	Mr. Eugene K. Moulin

March 9 - Numerical Concepts Workshop -

Subject Area Consultant:	Dr. Thomas Gibney
Guidance Consultants:	Dr. Ralph Engle
	Dr. Joseph Quaranta
Teacher Coordinators:	Mr. Edward Kaser
	Mr. Delbert Corner

March 16 - Numerical Concepts Workshop -

Subject Area Consultant:	Dr. Thomas Gibney
Guidance Consultants:	Dr. Ralph Engle
	Dr. Joseph Quaranta
Teacher Coordinators:	Mr. Edward Kaser
	Mr. Delbert Corner

April 6 - Art Workshop -

Subject Area Consultant:	Miss Beverly Domalski
Guidance Consultant:	Dr. Joseph Quaranta
Teacher Coordinators:	Miss Marjorie Scogg
	Mrs. Frances Sayed

April 13 - Art Workshop -

Subject Area Consultant:	Miss Beverly Domalski
Guidance Consultant:	Dr. Joseph Quaranta
Teacher Coordinators:	Miss Marjorie Scogg
	Mrs. Frances Sayed

April 20 - Teacher Guidance Committee
For the purpose of evaluating subject area workshops.

April 26 - Evening Research
Mrs. Thelma Jones - Coordinator
2nd grade teacher - Ryder Elementary School

May 3 - Evening Research
Mrs. Thelma Jones - Coordinator
2nd grade teacher - Ryder Elementary School

May 10 - Evening Research
Mrs. Thelma Jones - Coordinator
2nd grade teacher - Ryder Elementary School

May 12 - Elementary Guidance Consultant
Dr. Donald Davis - Counseling Center
Western Michigan University - Kalamazoo, Michigan

May 18 - Teacher Guidance Committee
For the purpose of developing a Statement of Policy and Implementation for Elementary School Counselors.

May 26 - Teacher Guidance Committee
For the purpose of developing a Statement of Policy and Implementation for Elementary School Counselors.